

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Rippowam Middle School Stamford School District

203-977-5255 • <http://www.rippowamib.org/>

School Information

Grade Range 5-8
Enrollment 799

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	425	53.2	48.6
Male	374	46.8	51.4
American Indian or Alaska Native	0	0.0	0.1
Asian	80	10.0	8.8
Black or African American	154	19.3	17.6
Hispanic or Latino	305	38.2	40.1
Pacific Islander	*	*	0.1
Two or More Races	*	*	1.5
White	248	31.0	31.8
English Language Learners	106	13.3	12.6
Eligible for Free or Reduced-Price Meals	451	56.4	52.2
Students with Disabilities ¹	97	12.1	11.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	37	8.7	25	5.8
Male	44	11.6	46	12.0
Black or African American	21	13.5	31	19.5
Hispanic or Latino	32	10.4	30	9.6
White	13	5.3	8	3.3
English Language Learners	20	18.0	9	8.1
Eligible for Free or Reduced-Price Meals	63	14.5	60	12.8
Students with Disabilities	23	22.8	23	21.5
School	81	10.0	71	8.7
District		11.7		3.7

Number of students in 2014-15 qualified as truant under state statute: 18

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	50.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	26.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	2.9	1.9
Black or African American	4	5.7	6.8
Hispanic or Latino	5	7.1	5.9
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	59	84.3	85.1

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	13.3	10.7

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1008
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:25 AM
End Time	02:05 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0.0
Intellectual Disability	0	0.0
Learning Disability	42	76.4
Other Health Impairment	11	*
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	60	61.9
District		56.3

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	80	75.0	80	71.6	*	*
Black or African American	149	51.8	149	43.8	54	45.5
Hispanic or Latino	295	56.2	297	47.5	110	46.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	239	70.4	240	66.1	98	60.1
English Language Learners	141	44.9	141	38.4	49	38.5
Non-English Language Learners	632	65.6	635	58.7	250	55.3
Eligible for Free or Reduced-Price Meals	443	53.9	446	45.8	163	45.5
Not Eligible for Free or Reduced-Price Meals	330	72.4	330	67.5	136	61.0
Students with Disabilities	100	40.4	102	31.9	44	35.2
Students without Disabilities	673	65.0	674	58.5	255	55.6
High Needs	480	53.4	483	45.7	176	45.3
Non-High Needs	293	75.5	293	70.4	123	63.0
School	773	61.8	776	55.0	299	52.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	83.8	86.0	N/A	477	84.9
Curl Up	N/A	79.5	73.7	N/A	477	76.5
Push Up	N/A	73.9	60.1	N/A	477	66.9
Mile Run/PACER	N/A	97.4	94.7	N/A	477	96.0
All Tests - School	N/A	56.0	44.4	N/A	477	50.1
All Tests - District	30.3	37.7	38.2	39.3		36.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	61.8	75	41.2	50	82.4	67.7
	High Needs Students	53.4	75	35.6	50	71.3	56.7
Math Performance Index	All Students	55.0	75	36.7	50	73.4	61.4
	High Needs Students	45.7	75	30.5	50	60.9	49.9
Science Performance Index	All Students	52.6	75	35.1	50	70.1	57.5
	High Needs Students	45.3	75	30.2	50	60.4	47.0
ELA Academic Growth	All Students	56.7%	100%	56.7	100	56.7	63.8%
	High Needs Students	55.3%	100%	55.3	100	55.3	58.3%
Math Academic Growth	All Students	53.4%	100%	53.4	100	53.4	65.0%
	High Needs Students	48.1%	100%	48.1	100	48.1	57.4%
Chronic Absenteeism	All Students	10.0%	<=5%	39.9	50	79.8	9.6%
	High Needs Students	14.4%	<=5%	31.1	50	62.3	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		86.7%	94%	46.1	50	92.3	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.7% 50.1%	75%	33.4	50	66.8	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				573.3	900	63.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	53.4	21.6	16.6	
Math Performance Index Gap	70.4	45.7	24.7	19.1	
Science Performance Index Gap	63.0	45.3	17.7	17.3	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	98.6
Math	All Students	98.8
	High Needs Students	99.2
Science	All Students	98.4
	High Needs Students	97.8

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.